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ABSTRACT

This publication outlines goals that a consensus of educators and lay persons consider important for K-12 citizenship and social studies education. In the 1981-82 school year, the National Assessment of Educational Progress (NAEP) will conduct a third national survey of the citizenship and social studies achievements of 9-, 13-, and 17-year-olds. In the past the citizenship and social studies assessments were conducted separately. Because there is a high degree of similarity between the goals considered important in both citizenship and social studies education, NAEP has combined the two areas into one comprehensive area for the 1981-82 assessment. This set of objectives is the product of that new combination. Five major citizenship/social studies objectives, each of which is then further broken down, are presented. Objectives I, II, and III focus on skills and understandings that enable people to study and evaluate themselves and their social and physical environment and to act as effective students. Objective I details skills necessary to acquire information. Objective II outlines the intellectual processes necessary to use information effectively. Objective III deals with examining one's own and others' personal beliefs and values and those skills that promote effective personal interactions. Objectives IV and V focus on understanding, appreciating, and participating in both the world community and the United States. Objective IV provides a view of human development, adaptation, and change. Objective V outlines significant aspects in the development of the United States. (Author/RM)

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CITIZENSHIP AND SOCIAL STUDIES OBJECTIVES

1981–82 Assessment

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by the
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CHAPTER 1

BACKGROUND AND PURPOSE

In the 1981–82 school year, the National Assessment of Educational Progress (NAEP) will conduct a third survey of the citizenship and social studies achievements of young people across the nation. Citizenship was first assessed in 1969–70; social studies was assessed for the first time in 1971–72; both were reassessed in 1975–76.[1] Because there is a high degree of similarity between the goals considered important in both citizenship and social studies education, National Assessment has combined the two areas into one comprehensive area for the 1981–82 assessment. This set of objectives is the product of that new combination.

The objectives in this booklet were developed over a year-long period and were reviewed by several hundred educators and lay persons affiliated with professional and civic organizations. Thus, they represent those goals that a consensus of educators and lay persons consider important for citizenship and social studies education. They will serve as a guide for the development of questions that will be used when National Assessment surveys the citizenship and social studies knowledges, skills and attitudes of 9-, 13- and 17-year-olds.

The Developmental Process

These objectives were developed between September 1978 and November 1979. An initial document combining previously developed National Assessment objectives in citizenship and social studies as well as other objectives developed for each of these areas was prepared in September 1978. It was subjected to numerous revisions based on the reviews of several hundred people representing diverse regional, ethnic, cultural and educational interests.[2]

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[1] See the Bibliography for a list of National Assessment publications related to previous citizenship and social studies assessments.

[2] Appendix A lists the participants involved in this process.

Nature of the Objectives

These objectives have been drawn from many sources and express a variety of perspectives regarding the goals of citizenship/social studies education. The content does not promote any particular educational, political or social viewpoint, but draws freely on all the major social science disciplines. The objectives incorporate a variety of learning approaches but do not prescribe any one method. Throughout, the objectives display a concern for political and cultural differences by stressing the importance of an interest in human interrelationships and a concern for basic human rights.

The National Assessment citizenship/social studies objectives are stated as general goals. Not every objective is appropriate for each of the three age levels. Good citizenship does not require 100% mastery of all these goals. Yet the achievement of knowledges, skills, attitudes and behaviors that compose these goals will make well-informed citizens and decision makers.

Content of the Objectives

Five major citizenship/social studies objectives are presented on the following pages. Each of these, designated by the Roman numerals I through V, is detailed by subobjectives, designated by capital letters. The subobjectives are further detailed in statements that are designated by Arabic numerals and that often include clarifying examples. However, these examples are not intended to describe all possible content associated with the objective.

Objectives I, II and III focus on skills and understandings that enable people to study and evaluate themselves and their social and physical environment and, ultimately, to act as effective citizens. Objective I details skills necessary to acquire information. It includes using one's senses, using a wide range of source materials, using data-gathering techniques and critically evaluating available information. Objective II details the intellectual processes necessary to use information effectively. It includes organizing and applying information and taking steps necessary to make decisions and solve problems. Objective III deals with examining one's and others' personal beliefs and values and those skills that promote effective personal interactions.

Objectives IV and V focus on understanding, appreciating and participating in both the world community and the United States. Responsible citizenship requires both. Objective IV provides a view of human development, adaptation and change. It stresses understanding and appreciating societal interrelationships and showing commitment to human justice and rights worldwide. Objective V outlines significant aspects in the development of the United States. It focuses on understanding and appreciating U.S. history; political, governmental and judicial procedures; the economic and social structure of society; an under-

standing of rights, and a commitment to civic responsibility and justice for all people in this country.

CHAPTER 2

CITIZENSHIP AND SOCIAL STUDIES OBJECTIVES

I. Demonstrates Skills Necessary To Acquire Information

A. Uses the senses. This includes:

1. Identifying the type of information the senses can provide

2. Knowing which senses to use to gather specific information

3. Using a variety of senses to obtain information

4. Understanding that perceptions of the same object or event may differ from person to person

B. Uses sources such as card catalogues and indexes, case studies, computers, drawings, films, globes and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television. This includes:

1. Choosing appropriate sources for information desired (e.g., maps are useful for questions about location and distance; letters, autobiographies and diaries are useful for personal accounts of an event; dictionaries are useful for word meanings, spelling and pronunciation; computers are useful for processing large amounts of information)

2. Obtaining information from sources (e.g., knowing where to locate sources, knowing how to use sources checking on authenticity of sources, using a variety of sources)

C. Uses techniques such as personal interviews, written essays, polls and questionnaires. This includes:

1. Framing appropriate research questions (e.g., knowing what questions to ask, clearly stating questions, avoiding biased questions)

2. Determining the type and number of respondents to be in-

volved in interviews or surveys (e.g., nature, size and location of sample)

3. Determining available resources (e.g., availability of respondents, expertise to develop questions or conduct study, time and funds to complete study)

4. Selecting appropriate method(s) to gather information based on available resources (e.g., mail surveys, personal and/or telephone interviews)

II. Demonstrates Skills Necessary To Use Information

A. Organizes information. This includes:

1. Translating information from one form to another

2. Identifying relationships (e.g., similarities and differences, cause and effect, quantity, sequence, location)

3. Grouping and regrouping information according to given or developed criteria

4. Arranging along a continuum (e.g., from largest to smallest, chronologically, by distance from a given point)

5. Breaking down information into essential components

6. Combining elements to form a whole

7. Summarizing by stating trends, patterns or key ideas

B. Applies information. This includes:

1. Exploring multiple alternatives

2. Learning by trial and error

3. Making inferences based on available evidence

4. Developing hypotheses that can be used as the basis of further investigation or action

5. Drawing conclusions and making predictions based on available evidence

6. Testing alternatives, conclusions, hypotheses and predictions based on new evidence

7. Remaining open to changes in one's opinions

8. Applying what is learned to new situations

C. Makes decisions and solves problems. This includes:

1. Defining issues and goals

2. Identifying criteria on which to base judgments about decision-making and problem-solving processes (e.g., personal experiences, needs or values; the values and needs of others; possible short- and long-term consequences; availability of resources; evidence of previous success; time required)

3. Identifying and analyzing alternative approaches to decision making and problem solving based on criteria

4. Selecting an approach that best meets the criteria

5. Developing strategies to carry out the approach (e.g., individual and/or group action, immediate and/or long-term activity)

6. Applying the approach in making a decision or solving a problem

7. Evaluating results of the decision-making or problem-solving process in light of criteria and consequences

8. Reevaluating the process if goals have not been met or new information is introduced

9. Reformulating the process based on reevaluation

D. Critically evaluates information. This includes:

1. Recognizing the relevance and adequacy of information

2. Identifying stated and unstated assumptions

3. Identifying biases in information

4. Recognizing errors in logic

5. Distinguishing facts from opinions

III. Demonstrates an Understanding of Individual Development and the Skills Necessary To Communicate With Others

A. Examines individual beliefs, values and behaviors. This includes:

1. Identifying individual beliefs, values and behaviors and those of other persons such as family members and peers

2. Recognizing conflicts and differences among beliefs, values and behaviors

3. Understanding the relationships between individual beliefs, values and behaviors and those of others

B. Demonstrates individual development. This includes:

1. Identifying ways to develop that will result in feelings of self-worth

2. Identifying criteria for judging individual goals (e.g., available resources, efficiency, morality, legality, societal goals)

3. Identifying possible consequences of individual goals (e.g., both short- and long-term impact on the individual and others)

4. Carrying out individual goals in accordance with values and needs without infringing upon the rights of others

C. Communicates in graphic and oral forms. This includes:

1. Choosing the appropriate media to communicate information

2. Organizing information to transmit the communication desired

3. Matching the level of communicated information with the backgrounds and interests of the audience

4. Expressing oneself with consistency, continuity, clarity and conciseness in any given communication

D. Gives attention and responds to the expression of others. This includes:

1. Paraphrasing what has been heard and obtaining agreement from the speaker that the paraphrasing is correct

2. Listening and responding appropriately (e.g., respecting right of others to offer an opinion; recognizing, interpreting and responding to nonverbal communication; recognizing frame of reference of the audience and establishing rapport; withholding judgments until ideas of others are heard)

3. Soliciting clarification from others when needed

4. Generating questions that will help organize new data in a meaningful way

5. Encouraging others to express themselves (e.g., permitting a person to express an entire thought; giving positive feedback; giving and accepting constructive criticism; permitting differing views, opinions and perceptions within a group)

E. Interacts in groups in various capacities. This includes:

1. Expressing a willingness to interact with others in a group (e.g., engaging in discussion and debate, organizing presentations, expressing personal point of view)

2. Appreciating the value of individual and group efforts in approaching a task

3. Recognizing divergent roles within a group (e.g., giving and receiving constructive criticism, taking direct or indirect leadership)

4. Recognizing emotions operating within a group and allowing for their expression

5. Recognizing and permitting the expression of different values, beliefs and ideas in a group

6. Resisting group pressure to agree when agreement is contrary to personal values

7. Helping group members express individual ideas and opinions to discover areas of possible agreement

F. Has effective relations with people having different cultural perspectives. This includes:

1. Respecting cultural diversity

2. Avoiding stereotyping behaviors and attitudes

3. Avoiding alienating behaviors and attitudes

4. Remaining receptive to communications across cultural lines

IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments

A. Understands the forces that shape individual human beings. This includes:

1. Understanding the effects of heredity and the environment on behavior

2. Understanding the nervous system of human beings and its role in behavior

3. Understanding common developmental processes that human beings experience

4. Understanding the role that individual behavior plays in the behavior of others

B. Understands the interrelatedness of human societies. This includes:

1. Understanding that the natural environment includes human beings and is an integrated system

2. Understanding that the satisfaction of human needs depends directly or indirectly on the earth's natural resources (e.g., air, water, land, sunlight)

3. Understanding that the activities of all human beings affect the earth's environment

C. Understands the organization of human societies. This includes:

1. Identifying the variety of institutions and groups people form and the functions of those institutions and groups

2. Understanding why human beings form institutions and groups

(e.g., mutual interests, needs, beliefs and values)

3. Understanding the relationships among institutions, groups and individuals (e.g., influence of individual efforts on groups and institutions, impact of institutions on family and individual living, group interactions with institutions)

4. Understanding the changing nature of institutions and groups over time (e.g., changes resulting from industrialization, urbanization, political and social revolutions)

D. Understands the relationships between individuals and groups. This includes:

1. Understanding how individual perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify (e.g., customs or typical ways of behaving resulting from interactions with others)

2. Recognizing that there are important values and behaviors that develop outside of a group's influence (e.g., independence, self-reliance, solitude) and that individuals can make choices concerning the extent of their involvement with others

3. Identifying the variety of roles one can have within a group (e.g., leader, mediator, facilitator, follower)

4. Understanding that the roles within a group may be assigned or achieved (e.g., by sex, race, income, education, birthright, family status, expertise)

5. Understanding reasons why there are different roles within groups (e.g., to accomplish complex tasks, to maintain power structures, to promote values, to maintain traditions)

6. Understanding that multiple loyalties and responsibilities result from belonging to a variety of groups

7. Understanding the importance of self-confidence and self-worth in carrying out responsibilities within groups

8. Recognizing that individuals may have different roles in different groups

9. Understanding the possible advantages and disadvantages of belonging to a variety of groups (e.g., exposure to different

experiences and understandings, conflicts arising from membership in groups having different standards)

10. Understanding the measures used by groups such as incentives, threats, acceptance, rejection, sanctions and rewards

11. Understanding the decision-making processes used by groups (e.g., bureaucratic, democratic, authoritarian)

12. Understanding the ways different groups react to similar social issues (e.g., rearing of young, selection of political leadership, treatment of elderly)

E. Understands the relationships among groups. This includes:

1. Understanding ways groups are interdependent (e.g., city dwellers depend on farmers for food and farmers depend on city dwellers for income; political parties depend on interest groups to produce votes and interest groups depend on political parties for services)

2. Understanding ways that groups cooperate (e.g., business and labor cooperate to acquire a governmental contract; the PTA, school board, teachers union and state education agencies cooperate to get a school bond passed; political groups form a coalition to lobby for legislation)

3. Understanding ways that groups compete (e.g., businesses compete for customers by cutting prices; politicians compete for votes by campaigning; sports teams compete for championships by playing against one another; nations engage in arms races)

4. Understanding types of conflicts between groups (e.g., wars, riots, strikes, boycotts, demonstrations)

5. Understanding ways that groups resolve conflict (e.g., bargaining, mediation, conquest, judicial decisions, subjugation)

6. Understanding ways that people are interrelated

a. Ecologically (e.g., sharing and conserving natural resources)

b. Economically (e.g., imports and exports, multinational

corporations, international monetary system, economic alliances)

c. Politically (e.g., shared ideologies; international organizations; international laws and agreements, treaties and alliances)

d. Socially (e.g., personal interrelationships, language, education, religion, ethnic ties)

e. Technologically (e.g., new communication systems, space exploration, knowledge sharing, computer use)

f. Historically (e.g., movement of peoples, sharing of traditions, sharing of past experiences)

F. Understands the relationships between people and the natural environment. This includes:

1. Understanding relationships between the location of human activities and the natural environment (e.g., settlement and immigration patterns, location of economic activities)

2. Understanding the influence of the natural environment on human beings (e.g., choice of clothing, construction materials, foods, transportation methods)

3. Understanding influences of the natural environment on the shaping of culture (e.g., artistic endeavors, customs, language, political organizations, religious beliefs)

4. Understanding how societal actions and decisions affect the natural environment (e.g., effects of zoning and apportionment, patterns of land use, use of technology to shape or change the environment)

5. Understanding that a natural environment can serve varied needs (e.g., a desert area can serve as a home for nomadic tribes, as a source of agricultural products when irrigated and as a source of oil for petroleum companies)

6. Recognizing the potential of various societies to use and abuse the natural environment (e.g., industrialization may result in pollution of the environment; unplanned extraction of resources can result in irreplaceable depletion of resources and disturbance of the ecosystem)

7. Understanding that human uses of the natural environment are limited (e.g., impact of accessibility, climate, limited resources on development)

8. Understanding effects of the worldwide limitations of non-renewable resources (e.g., the influence of the distribution of resources on political power, the dangers of depleting available resources before new sources can be found or created)

9. Recognizing the costs and benefits of alternative uses of the natural and man-made environment (e.g., efficient production of power v. possible damage to natural environment; genetic work with plants and animals v. upsetting the ecological balance)

10. Recognizing major earth relations and natural features (e.g., land and water features, natural resources and materials, spatial configurations)

G. Has an awareness of global concerns. This includes:

1. Identifying common concerns of people around the world (e.g., food production, population, disease, racism, resource use, environment, conflict and violence, cultural diversity, basic rights)

2. Understanding that the criteria for evaluating concerns may vary from culture to culture

3. Understanding possible worldwide effects of decisions made by individuals, communities and nations (e.g., effects of domestic and foreign policy decisions, economic boycotts, pollution and the use of pesticides)

4. Creating, analyzing and evaluating alternative futures for the world (e.g., predicting what future value systems or lifestyles might be like; predicting the form of future economic, political or social orders; predicting the uses of technology in the future; projecting population trends)

H. Has a commitment to human rights worldwide. This includes:

1. Knowing some of the historical developments that have contributed to or impeded human rights

2. Showing concern for the well-being and dignity of others (e.g.,

the acceptance and appreciation of differences, equitable treatment and consideration for the interest of others)

3. Understanding statements of basic human rights found in oral tradition and in documents such as constitutions, declarations and treaties

4. Being aware of the differences in the concepts of human rights in various parts of the world

5. Understanding the differences between stated and actual human rights in various parts of the world

6. Actively preserving and promoting human rights (e.g., recognizing various kinds of threats to rights, acknowledging differing interpretations of what constitutes an infringement of a right, allowing views to be expressed, recognizing the importance of contributing to human rights organizations and supporting laws protecting human rights)

V. Demonstrates an Understanding of and Interest in the Development of the United States

A. Understands the principles and purposes of the United States. This includes:

1. Knowing various interpretations of the purposes of the government (e.g., preservation of peace; protection of physical safety, personal freedom and private property; allocation and preservation of resources)

2. Understanding the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws (e.g., representative government based on the consent of the governed; basic rights such as freedom of expression and belief, freedom from arbitrary governmental action and equality of opportunity)

3. Knowing historical influences on the development of the governmental system (e.g., Greek democracy, Roman laws, European Enlightenment, English Common Law, federal principles of the Iroquois Nation)

4. Understanding the various interpretations of basic political principles in different periods of U.S. history (e.g., how the

interpretation of equality has changed over the last 100 years, how the principle of judicial review developed)

5. Identifying similarities and differences between the principles and purposes of the political system in the United States and that in other nations

6. Knowing basic historical facts related to the development of the United States (e.g., contributions of major figures; purposes of major documents and doctrines; results of major policies, legislative acts and judicial cases; impact of economic, political and social uprisings and revolutions)

B. Understands the organization and operation of the governments in the United States. This includes:

1. Understanding the organizational principles of the government (e.g., federalism, judicial review, limited government with individual rights, popular sovereignty, separation of powers, checks and balances)

2. Understanding the organization and function of the executive, legislative and judicial branches and independent regulatory agencies of the federal government

3. Understanding the changing roles of various levels and branches of government (e.g., changing functions and power of the President, U.S. Congress, U.S. Supreme Court; the development and power of regulatory agencies and the civil service)

4. Understanding the organization and functions of state and local governments and their relationships to the federal government

C. Understands political decision making in the United States. This includes:

1. Understanding the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government (e.g., Congress passes a law establishing a minimum wage; the President approves a tax bill passed by Congress; the Supreme Court interprets a case concerning the death penalty; the U.S. Department of Justice decides whether two large steel companies may merge; the Pentagon decides how much to award for cost overrun on a weapons system; the

Internal Revenue Service decides to audit a person's taxes)

2. Understanding the range and importance of decisions made by state and local governments (e.g., local government decides to widen a street and assess property holders for the cost; the state decides to increase a highway user tax; a local school board decides to cut back on extracurricular activities because of budget problems; the state decides to grant property tax relief)

3. Understanding how decisions made by the various branches and levels of government are interdependent

4. Understanding the limits on decision-making powers of the government (e.g., constitutional constraints such as due process, system of checks and balances, political constraints such as the impact of public opinion and various interest groups, practical constraints such as the cost and time needed to carry out legislation)

5. Understanding the formal legislative process (e.g., sponsorship of bills, introduction of bills, U.S. House of Representatives and U.S. Senate committee meetings, passage of legislation)

6. Understanding influences on governmental decision making (e.g., judicial decisions and initiatives, public opinion and special-interest group lobbying, voter blocks, the media, personal prestige and appeal, political party work and contributions, political bargaining and favors)

7. Identifying similarities and differences between political decision making in the United States and that in other nations

D. Understands the electoral processes in the United States. This includes:

1. Understanding voter behavior (e.g., who participates, why and to what extent; the characteristics of voters and nonvoters; why people do or do not vote the way they do)

2. Understanding the role of political parties (e.g., the development of the two-party system and the role of other parties; the structure and composition of the political parties; the various functions that political parties serve such as stimulating political interests, bringing together diverse interests, recruiting members and political leaders, selecting and nominating

candidates for office)

3. Understanding the role of interest groups (e.g., development of interest groups; structure and composition of interest groups; various functions of interest groups such as lobbying for special needs, enhancing political mobilization, influencing public policy decisions; comparison of the interest groups in the United States with those in other countries)

4. Understanding nomination procedures (e.g., how one becomes a candidate, campaign styles and techniques, role of media and interest groups, election laws, role of electoral college, spending and sources of contributions)

5. Understanding how, when and with what qualifications public officials are elected, appointed or nominated

6. Understanding how public officials can be removed from office (e.g., recall, impeachment, defeat in elections)

7. Understanding registration and voting procedures (e.g., age and residence qualifications, use of voting machines)

8. Comparing the electoral process in the United States with that of other countries

E. Understands the basis and organization of the legal system in the United States. This includes:

1. Understanding the purposes of law (e.g., protect individual and group rights, liberties, safety and property; define punishment; preserve social and political institutions; provide guidelines for social and political changes; redress grievances; provide rules for economic and social relationships; provide basis for resolution of conflicts)

2. Understanding the development of legal and judicial procedures (e.g., court procedures, jury system, law enforcement, function of administrative agencies)

3. Understanding how legal and judicial decisions are made (e.g., by applying statutes and case law, through public opinion and politics)

4. Understanding how the law limits governmental action constitutionally (e.g., checks and balances, separation of

powers, due process, freedom of expression, right to privacy, sunshine laws, freedom-of-information acts)

5. Understanding the dynamic nature of law (e.g., changing definitions of rights, justice, liability, obscenity)

6. Understanding the limitations of formal legal processes in settling disputes (e.g., differences in legal expertise, effects of costs, use of delays, the impersonal nature of the process)

7. Understanding how conflicts in laws or principles are resolved (comparing statutes, applying case law and constitutional principles)

8. Understanding how laws create conflicting moral obligations (e.g., right to liberty guaranteed in Constitution v. confinement of Japanese-Americans in 1942 as result of evacuation orders; duty of military personnel to follow orders v. the Nuremberg principle obligating one to disobey illegal orders)

9. Understanding that the judicial system provides for both public and private justice (e.g., individual justice such as interpreting private contracts, public justice such as prosecution for crimes and class actions to enforce group rights)

10. Understanding how laws can be changed (e.g., constitutional amendments, initiatives, referendums, court decisions)

F. Knows rights of individuals in the United States. This includes:

1. Knowing specific constitutional rights and liberties guaranteed in the U.S. Constitution and state constitutions

2. Understanding situations in which rights have been denied to various groups and individuals (e.g., denial of voting privilege; censorship of press; discrimination based on race, national origin, religion, sex, age, social status or political views; illegal search, arrest or detention; denial of legal assembly to protest; denial of fair or speedy trial; denial of treaty rights)

3. Understanding that an individual's rights may conflict with those of another individual or with the general welfare (e.g., right of an owner to select tenants v. the right to housing without discrimination; right of people to assemble v. laws protecting public from unnecessary noise or disruptions; freedom of press v. right to fair trial)

4. Knowing basic federal, state and local regulations that protect consumers (e.g., credit disclosure, contract rights, warranty and guarantee terms)

G. Recognizes civil and criminal judicial systems in the United States. This includes:

1. Recognizing the differing functions of the civil and criminal judicial systems (e.g., embezzlement is handled by criminal system, repayment of embezzled funds by civil system; traffic accident can involve a civil suit for damages as well as criminal prosecution)

2. Knowing individual rights within the criminal judicial system (e.g., right to counsel; right to call defense witnesses and to testify for oneself; freedom from illegal police methods – searches, harsh interrogation, torture; freedom from cruel and unusual punishment)

3. Knowing the duties of participants in the court (e.g., jurors to consider evidence heard in court and to judge by reasonable standards, judge to maintain order and insure fairness, lawyers to represent defendant, district attorney to prosecute the defendant)

4. Understanding factors that might affect justice (e.g., publicity, monetary status, social status, national origin, race, sex, inadequate counsel, biased jury or judge, arbitrary sentencing, prison conditions)

5. Understanding changing concepts of justice (e.g., social conditions v. individual responsibility; vigilante justice v. legal process)

6. Understanding changing concepts of punishment (e.g., vengeance, isolation, deterrence, rehabilitation)

7. Identifying similarities and differences between the judicial system in the United States and that in other countries

H. Has a commitment to support justice and rights of all individuals. This includes:

1. Encouraging ethical and lawful behavior in others (e.g., serving as a model of ethical behavior, informing others about laws and regulations and the reasons for them, condemning denials

of equal rights, praising others for ethical stands, supporting civil officials who perform duties with high competence, avoiding approval of unethical or illegal behavior, voting for and encouraging passage of just laws)

2. Complying with local, state and federal laws (e.g., reporting crimes or accidents to proper authorities; honoring contracts; obeying laws related to areas such as taxes, employment, licensing, driving)

3. Opposing unjust or unworkable laws and unjust or incompetent authority by legitimate means (e.g., recognizing that behavior may be legal but not ethical; calling attention to specific injustices by discussions, appeals to authority, letters, petitions and protests; using constitutional methods to change or repeal laws, policies and decisions that are unworkable or unjust; using nonviolent civil disobedience when lawful channels have been exhausted; opposing irresponsible acts of public officials by calling them to public attention)

4. Defending rights and liberties of all people (e.g., protest harassment of poor, transients, minorities or other groups when it occurs; defend right of people with unpopular views to express their opinions; defend rights of accused to have due process of law; support governmental actions designed to insure rights and liberties of others)

5. Supporting equal opportunity in areas of life such as politics, housing, education, employment and recreation (e.g., being unbiased in attitudes and opinions, taking opportunities to work and play with diverse people, having an awareness of the extent of unequal opportunities and participating in efforts to remedy these situations, supporting organizations or movements that support equal opportunity)

I. Understands economics in the United States. This includes:

1. Identifying basic economic goals (e.g., freedom, economic efficiency, equity, full employment, price stability, security, growth and environmental protection)

2. Understanding the effect of economic decisions that affect the achievement of economic goals (e.g., what to produce, how to produce and for whom should the production be directed)

3. Understanding the relationships between the basic economic

resources of land (natural resources), labor (human and physical work plus managerial ability) and capital (human-made resources such as machines)

4. Understanding economic concepts such as competition, production costs, scarcity, supply and demand, trade offs

5. Understanding the role of tradition, markets and authority in economic decision making

   a. The role of tradition (e.g., the influence of decisions made in earlier times or by earlier generations; the influence of national origin, race, sex and social class on various economic decisions)

   b. The role of authority (e.g., the influence of the government, labor, industrial and business leaders on economic decision making)

   c. The role of markets (e.g., the influence of the exchange of products and services by consumers, producers, workers, savers and investors on economic decision making)

6. Understanding the role of the federal government in the economy (e.g., providing the broad framework of rules and regulations under which the economy and its participants operate; directing resources from private use to public use for defense, education, roads and other public purposes; altering the distribution of income and wealth; attempting to moderate recessions and inflation; regulating the monetary system; taxation)

7. Understanding how savings and investments facilitate economic growth and change

8. Understanding the role of prices in the economy (e.g., coordination of supply and demand intentions; determination of how savings are invested and what is produced; allocation of products, services and incomes among people)

9. Understanding factors that influence economic behavior (e.g., advertising, profits, wages, interest rates, rents, location, division of labor)

10. Understanding potential conflicts between basic economic

goals (e.g., full employment v. price stability; economic freedom v. economic security; economic growth v. environmental quality; national v. global interests)

11. Understanding the relationship between specific economic goals and overall societal values (e.g., automation may increase productivity but also may result in unemployment; governmental control of farm prices may help curb inflation but may also affect the independence of the farmer)

12. Understanding economic cycles and their effects on individuals and groups (e.g., inflation, deflation, depression, stagflation, recession)

13. Identifying similarities and differences between the economic system of the United States and that of other countries (e.g., availability of resources, consumption patterns, distribution of income, economic planning, production levels, solutions to economic problems)

14. Understanding basic international economic concerns (e.g., foreign exchange, balance of payments, formation of international organizations, foreign aid, protectionism, specialization)

15. Understanding economic concepts as they apply to individual decision making (e.g., opportunity cost – time or money might be spent in some other way; cost benefit analysis – weighing consequences of how one spends his/her money and time)

16. Understanding development of labor/management relationships (e.g., nature of business and labor organizations, specialization of labor, governmental legislation) and means of dealing with labor/management problems (e.g., boycotts, picketing, strikes, injunctions, arbitration, collective bargaining)

J. Understands major social changes that have occurred in American society. This includes:

1. Understanding urban development (e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation , education)

2. Understanding rural development (e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; impact of changes in agriculture — mechanization, credit prices, marketing, production, specialization, subsidies, cooperatives; problems associated with rural development such as isolation, declining population, transportation, education, social services)

3. Understanding the impact of technology on society (e.g., improved communications, development of large industries; mechanization of agriculture; mobility of work force, specialization of labor, changes in careers and occupations, growth of a service economy)

4. Understanding changes in racial/ethnic relations (e.g., contributions of various groups, immigration policies and settlement patterns, processes of acculturation, effects of discrimination and persecution, governmental policies, court decisions, desegregation of public facilities, awareness of needs, civil rights movements)

5. Understanding changes in female and male roles (e.g., sex stereotyping; discrimination in income, education and employment; liberation and protest movements; governmental policies and laws; court decisions; changing roles due to technology and economic and political developments)

6. Understanding changes in family patterns (e.g., changes in the function, role and size of families; effects of mobility on the family life; impact of changes in other institutions on the family; differing familial structures; impact of increased life expectancy; impact of changing marital relationships)

7. Understanding changes in work patterns (e.g., changes in the work ethic, concepts of achievement and success, unemployment and underemployment patterns, effect of occupational mobility, impact of automation, development and influence of labor unions, the use of leisure time, importance of education and training)

8. Understanding changes in population patterns (e.g., effects of declining birth rate and increased life expectancy, needs of senior citizens and youths)

9. Understanding persistent social problems (e.g., aging, alienation, crime, drug abuse, health care, poverty, pollution, racism)

10. Understanding the development of education institutions (e.g., development and organization of public education systems, effect of federal and state involvement, training of teachers, control of schools, costs of education, development of curricula, alternatives to public or formal education, equality of education)

11. Understanding development of religious institutions (e.g., origins of organized religious groups, basic tenants of various religious groups, historical events impacting religious groups, reformative movements, constitutional view of relationship between church and state, judicial decisions relating to religious beliefs)

K. [redacted]s a commitment to participating in community service and civic improvement. This includes:

1. Recognizing that individual civic action is important (e.g., effectiveness of individual example and importance of individual actions such as voting and other expressions of opinion)

2. Recognizing that many issues call for group action in addition to individual action (e.g., getting together with people in community to pressure local government to improve services; organizing a campaign to place a referendum on the ballot; forming a coalition of groups to protest U.S. involvement in the affairs of another nation)

3. Actively working for improvement of conditions by applying personal skills (e.g., being aware of conditions that may need improvement; analyzing and proposing solutions to civic problems; voicing opinions on civic issues by speaking out at public meetings, writing letters to editors and by using other forms of communication; participating in community organizations; volunteering for school and community activities and projects; seeking better uses of human and natural resources; supporting group and individual efforts to improve civic conditions)

4. Participating in government (e.g., involvement with a political party or community organization; voting; supporting organizations concerned with improving government; communicating ideas about government by speaking out at public meetings, writing letters and by using other forms of communication; seeking a leadership role in an organization, office or project concerned with governmental issues)

APPENDIX A

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